INDEX

Journal for the Education of the Gifted

Volume 14, 1990–1991

Barr, David. *A Solution in Search of a Problem: The Role of Technology in Educational Reform*, Number 1, pp. 79–95.

Callahan, Carolyn. *An Update on Gifted Females*, Number 3, pp. 284–311.

Clark, Jolene, and Tolefson, Nona. *Differences in Beliefs and Attitudes toward the Improvability of Writing of Gifted Students Who Exhibit Mastery-Oriented and Helpless Behaviors*, Number 2, pp. 119–133.

Coleman, Elaine B., and Shore, Bruce. *Problem-Solving Processes of High and Average Performers in Physics*, Number 4, pp. 366–379.

Coleman, Laurence J. *The Invisible World of Professional Practical Knowledge of a Teacher of the Gifted*, Number 2, pp. 151–165.

Cooley, Michele R., Cornell, Dewey G., and Lee, Courtland. *Peer Acceptance and Self-Concept of Black Students in a Summer Gifted Program*, Number 2, pp. 166–177.

Frasier, Mary M. *Disadvantaged and Culturally Diverse Gifted Students*, Number 3, pp. 234–245.

Gallagher, James J. *Personal Patterns of Underachievement*, Number 3, pp. 221–233.

Karnes, Merle B. and Johnson, Lawrence. *The Preschool/Primary Gifted Child*, Number 3, pp. 267–283.

Lathlaen, Peggy. *The National Board for Professional Teaching Standards and Possible Implication for Gifted Education*, Number 1, pp. 50–65.

McClelland, Robert, Yewchuk, Carolyn, and Mulcahy, Robert. *Locus of Control in Underachieving and Achieving Gifted Students*, Number 4, pp. 380–392.

Miller, Maurice. *Self-Assessment as a Specific Strategy for Teaching the Gifted Learning Disabled*, Number 2, pp. 178–188.

Montague, Marjorie. *Gifted and Learning-Disabled Gifted Students' Knowledge and Use of Mathematical Problem-Solving Strategies*, Number 4, pp. 393–411.

Olenchak, F. Richard. *School Change through Gifted Education: Effects on Elementary Students' Attitudes toward Learning*, Number 1, pp. 66–78.

Parke, Beverly N. *Proposed NCATE Guidelines for Gifted Child Education*, Number 4, pp. 423–426.

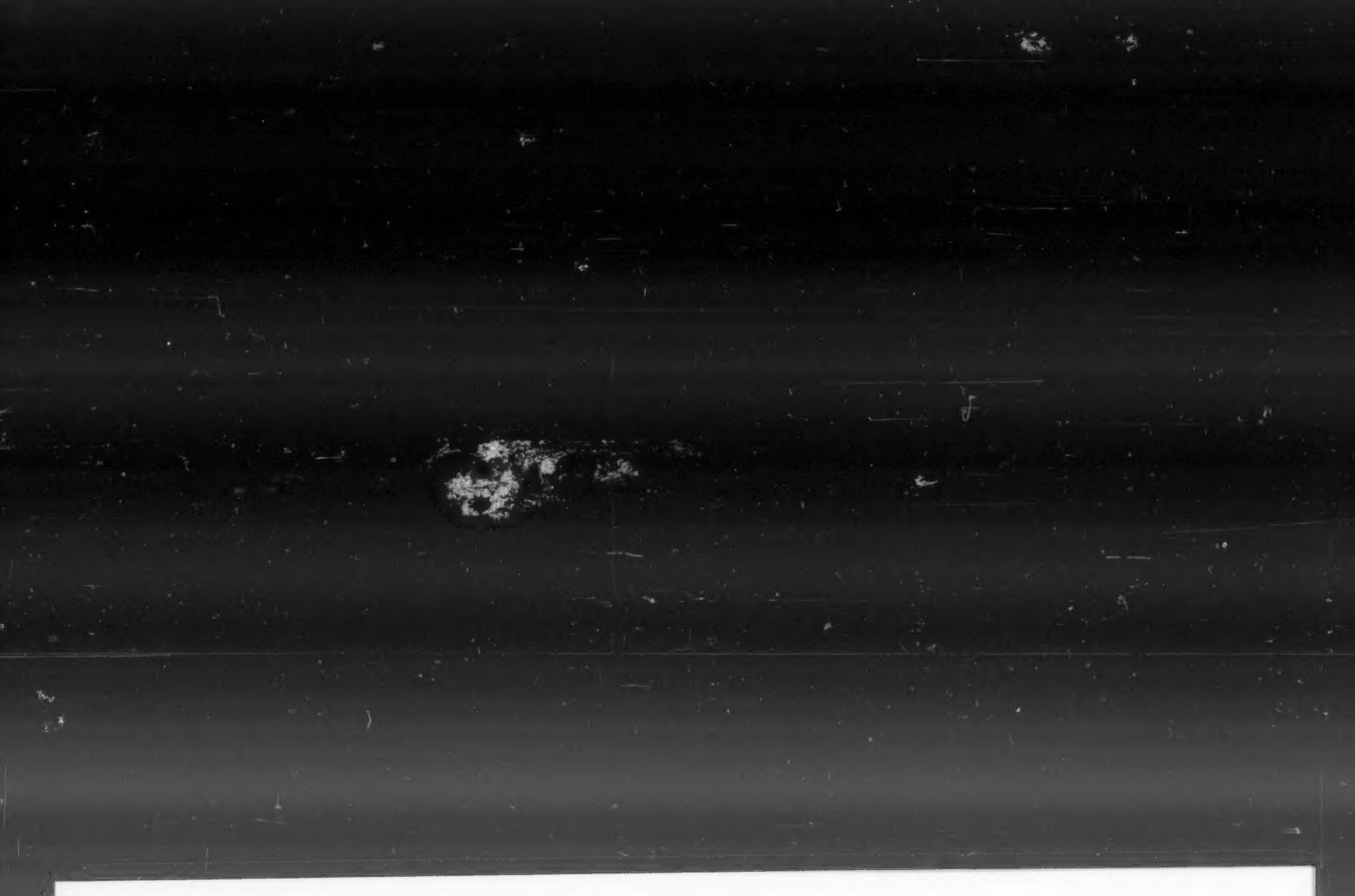
Robinson, Ann. *Point-Counterpoint—Cooperative Learning: Cooperation or Exploitation? The Argument against Cooperative Learning for Talented Students*, Number 1, pp. 9–27. (Response to Slavin, pp. 31–36.)

Shade, Rick. *Verbal Humor in Gifted Students and Students in the General Population: A Comparison of Spontaneous Mirth Response and Comprehension*, Number 2, pp. 134–150.

Sicola, Pamela K. *Where Do Gifted Students Fit? An Examination of Middle School Philosophy as It Relates to Ability Grouping and the Gifted Learner*, Number 1, pp. 37–49.

Slavin, Robert E. *Point-Counterpoint — Cooperative Learning: Ability Grouping, Cooperative Learning and the Gifted*, Number 1, pp. 3–8. (Response to Robinson, pp. 28–30.)

Sternberg, Robert J. *What Constitutes a "Good" Definition of Giftedness?*, Number 1, pp. 96–100.

Van Tassel-Baska, Joyce. *Serving the Disabled Gifted through Educational Collaboration*, Number 3, pp. 246–266.

Wiley, Jennifer and Goldstein, David. *Sex, Handedness, and Allergy: Are They Related to Academic Giftedness?*, Number 4, pp. 412–422.